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ABSTRACT

A needs assessment conducted with 469 first-year teachers in Virginia in 1984-85 sought to determine the teachers' needs in terms of their competencies and what sort of learning experiences would be most helpful to them. Respondents indicated needs in a wide range of competency areas, with classroom management evoking the greatest concern. Graduates of university teacher education programs identified fewer areas of need than liberal arts graduates with no professional education training. Teachers were willing and ready to seek assistance when they encountered difficulties and preferred working with a peer teacher in the building. White teachers appeared to have more difficulty than black teachers in managing classrooms with students of different cultures. This paper discusses each of the findings in terms of its implications for pre- and in-service training. The questionnaire is appended. (CB)

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A STUDY OF BEGINNING TEACHERS IN VIRGINIA

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Introduction

Since beginning teachers generally form lasting habits and styles during their first year of teaching (Dunleavy, et al, 1983), educators are naturally concerned with their induction into the field. Their transition from the college campus to the public school classroom has traditionally not been effective nor consistent. They have been expected to perform very nearly the same tasks as their experienced colleagues. As a result, beginning teachers frequently report stress, anxiety and feelings of inadequacy (Joyce and Clift, 1984, p. 6). Within the past five years, however, there has been an increase in support services provided by states, school districts and universities to first year teachers. These induction, or assistance, programs rely on needs assessment information to provide helpful learning experiences for beginning teachers. This paper describes a needs assessment activity which was conducted from 1983-85 in Virginia.

Concerns Of Beginning Teachers

In their transition from college students to public school instructors, teachers seem to pass through definite developmental phases (Fuller, 1969, and Fuller and Brown, 1975). While still at the university prior to actual contact with teaching they are only mildly concerned with the specifics of instruction. As beginning teachers they

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show concern for survival, worrying about controlling classes, impressing administrators and building working relationships with school personnel. Once basic teaching habits are formed (usually during the first 6-12 months), their concerns shift to teaching tasks. They begin to emphasize teaching style and their role as disseminators of knowledge. In time, concern for student achievement begins to play a larger role in the teachers' lives. After some years of successful experience, teachers' concerns finally shift toward pupil learning. These teachers tend to place great emphasis on pupil gain and their own self-evaluations, rather than personal gain and external evaluation. It is unfortunate that many teachers never seem to reach this final stage (Dunleavy, et al, 1983).

Veenman (1984) reviewed 83 studies from nine countries which dealt with the perceived problems of begnning teachers. From each study he selected the most serious problems and classified them according to their importance. He then extracted the 24 most frequently perceived problems of beinning teachers, which are listed below.

Rank	Problem
1	Class Discipline
2	Motivating Students
3	Dealing with individual differences
4.5	Assessing students' work
4.5	Relations with parents
6.5	Organization of class work
6.5	Insufficient materials and supplies
8	Dealing with problems of individual students
9	Heavy teaching load w/ insufficient prep time
10	Relations with colleagues
11	Planning of lessons and schooldays
12	Effective use of different teaching methods
13	Awareness of school policies and rules
14	Determining learning level of students
16	Knowledge of subject matter
16	Burden of clerical work
16	Relations with principals/administrators
18	Inadequate school equipment
19	Dealing with slow learners

20	Dealing with students of different cultures and deprived backgrounds
21	Effective use of textbooks and curriculum guides
22	Lack of spare time
23	Inadequate guidance and support
24	Large class size

Need For Assistance

In many other occupations the entrant is given some time to gradually become immersed. The new teacher, however, must be ready to immediately accept all the responsibilities of teaching, plus additional accounting and management tasks. Beginning teachers also frequently deal with additional personal demands, since they are often moving to a new area, searching for a mate or recently married, adjusting to a new lifestyle, etc.

As mentioned, a number of induction programs have recently been enacted by legislatures, districts and universities. Ashburn's review of induction programs (1986-87), as well as those in the November, 1985 Educational Leadership and January-February 1986 Journal of Teacher Education highlight the diverse nature of the assistance provided to beginning teachers.

Internationally, Veenman (1984) reviewed descriptions of induction programs in the U.S., United Kingdom, Australia, New Zealand and Germany. The following are common induction practices:

a. printed materials about employment conditions, school regulations;
b. orientation visits to the school before the start of the year;
c. released time;
d. group meetings among beginning teachers for support;
e. meetings with experienced teachers and supervisors;
f. assignment of an experienced teacher as a mentor;
g. conferences/workshops on different topics;
h. reductions from teaching load;
i. opportunities to observe other teachers, and
j. team teaching.

Unfortunately, there has not been much evaluation of either formal induction programs or other types of asistance which are provided for beginnning teachers (Griffin, 1985). Both Hall (1982) and Tisher (1982) note that the existing evaluation data does little to illuminate the superiority of any one provision over another, or the nature of the impact of specific induction practices on the development of teachers or pupil achievement.

The Study

The Study of Beginning Teachers in Virginia was part of the Beginning Teacher Assistance Program (BTAP), an effort by the Commonwealth to assist teachers and improve practice within classrooms. Because of its concern that certification be granted only to those with at least minimum teaching competence, the Virginia Board of Education endorsed the policy that certification regulations must require a provisional period for all beginning teachers. During this time, each beginning teacher's performance in specified competency areas (listed below) is observed and assistance provided where necessary. All Virginia beginning teachers must pass through BTAP within a two-year period in order to receive certification. The program officially began on July 1, 1985.

Behaviors and competencies that "effective" teachers demonstrate, both within the classroom and preparatory to entering it, have been identified and described through research over a number of years. Moreover, schools of education have routinely attended to what the research literature and conventional wisdom have identified as necessary skills for beginning teachers. Traditionally, a state's licensing system operates on the assumption that education school graduates possess the

minimum skills necessary to become productive teachers. In general, this assumption has been accurate. However, experience has shown that not all pedagogically pertinent skills can be anticipated and taught in the college classroom. Some students are less prepared than others to take on the responsibilities of teaching. There are also assistance areas which only come to light after a period of on-the-job experience.

There are a number of ways to identify areas of assistance for beginning teachers. One is to observe and supervise the beginning teacher's classroom activities and then to design an assistance program around any observed shortcomings. This is the traditional approach of formative evaluation and is effectively employed in many induction programs. It is also occasionally limiting, since one can only note what one sees. In addition, if done properly they system requires continual observation, supervision and/or mentoring.

A complementary approach is to have the beginning teacher identify those areas in which s/he is having difficulty. This allows the assistance/assessment program designer to "fill in" any gaps left by the classroom observation method. One can gain insight into areas that were both not observed and those that are unobservable but nonetheless important parts of the competent teacher's instructional repertoire.

This report describes efforts to gather beginning teachers' perceptions of areas in which they need assistance. In academic year 1983-84 a questionnaire was designed and field tested on 200 Virginia first year teachers. After revision, data were collected from 469 beginning teachers in 1984-85. This research is presently continuing, though the results reported in this paper were compiled in June, 1985. (NOTE: At the time of the ICET conference additional data will have been collected). This report describes the data that were gathered, their

analysis, and conclusions and recommendations. The study attempted to answer the following questions:

1. What teaching related activities do beginning teachers report they need assistance in?
2. Do different categories of teachers have different perceptions of assistance needs?

Summary results are presented below; specific calculations in tabular form are available.

Procedure

A stratified random sample of 525 names was drawn from a list of 2,000 Virginia beginning teachers. The sample was stratified on: School Location (Urban or Nonurban), Class Assignment (Regular or Special), and Grade Assignment (NK-3, 4-7, 8-12). The strata were sampled proportionally.

Out of the 540 teachers sampled, 24 were either not first year teachers, no longer teaching in Virginia or unable to be contacted. Thus, 516 "good" respondents remained in the sample. Of these, 469 returned a questionnaire for a response rate of 91%.

Respondents were divided into the following subcategories: Sex, Race, VA College Graduated, Type of Degree, Teaching Assignment, Grade Level. The respondents were predominantly white females with bachelor's degrees. The majority were teaching in regular classrooms, with approximately 32% at the NK-3 level, 22% in grades 4-7, and 41% at the secondary 8-12 level. Graduates from all 35 Virginia colleges and universities were represented, with most schools having less than 8 respondents. Over 60% graduated from Virginia higher education institutions, and nearly half of the total (230=49%) came from Virginia teacher education programs. Out of state graduates accounted for one

third (157) of the total response. In all, there were 355 teacher education graduates (75.7%) and 87 liberal arts graduates (18.6%), with the remainder falling in either the No Response or Other categories.

Results

1. What teaching related activities do beginning teachers report they need assistance in?

As mentioned, questionnaire data was obtained from 469 Virginia beginning teachers. The questionnaire's items correspond to competencies identified by the Virginia Department of Education and the researchers as being crucial for effective teaching. They are:

Academic Learning Time
Clarity Of Structure
Meaningfulness
Individual Differences
Accountability
Close Supervision
Evaluation
Class Management
Reinforcement
Questioning Skill
Awareness
Consistent Rules
Learner Self Concept
Affective Climate
Planning

Respondents rated their assistance needs on a five point scale ranging from No Assistance Needed (a) to Definitely Need Assistance (e). Tables I and II present those items which were listed as either c, d or e, i.e., the proportion of teachers represented indicated a need for at least some assistance. Table I presents those items listed by 33-49% of all respondents, with Table II including items listed by more than half of all respondents.

TABLE I
Some Assistance Helpful - Definitely Need Assistance
Between 33-49% Of All Respondents
18 Items

Item

1. Keeping students working on appropriate tasks.
2. Using class time efficiently.
7. Selecting content which is appropriate to students' individual knowledge levels and capabilities.
9. Identifying differences in students' capabilities, learning styles and learning rates.
10. Identifying differences in students' communication styles

as a result of cultural or linguistic background.
12. Using evaluation procedures which are sensitive to students' cultural or linguistic background.
22. Getting students to understand which class behaviors are acceptable and which are not.
23. Establishing classroom rules and enforcing them consistently.
25. Planning lessons that challenge learners.
27. Selecting appropriate evaluation points during a unit or lesson.
28. Measuring student knowledge prior to instruction.
29. Conducting progress checks throughout the unit.
32. Writing instructional objectives which are measureable.
34. Writing instructional objectives which are appropriate for students' individual characteristics, such as capabilities, learning styles and learning rates.
36. Using a variety of teaching methods.
37. Keeping up to date in subject area(s).
38. Analyzing test results in an appropriate manner (i.e. as information which leads to further instruction).
41. Using appropriate class management techniques with students of differing cultural backgrounds.

TABLE II
Some Assistance Helpful-Definitely Need Assistance
50% Or More Of All Respondents (Exact %)
6 Items

Item
11. Organizing instruction appropriate to differences in learner characteristics. (50.7%)
20. Anticipating and avoiding inappropriate student behaviors. (58.4%)
21. Involving inattentive students in lessons. (58.8%)
35. Developing or obtaining appropriate instructional resources, including materials, media, guest speakers,etc. (52.2%)
39. Managing students who are temporarily without self control (in crisis, in conflict with others, overly fatigued, etc.). (58.2%)
40. Using discipline techniques appropriate to the situation and students. (56.3%)

It is important to note that at least one in every three teachers indicated the need for some assistance on 24 of the 41 items. Only three competencies - reinforcement, questioning skills, and affective climate - were not represented.

Respondents were asked to select the most effective sources of assistance for teachers from the following choices:

a. Workshops.
b. Observation and critique of your teaching.
c. Working with other teachers in the building.
d. College coursework.
e. Attending conferences.

The results indicated that beginning teachers prefer workshops and working with colleague teachers as primary sources of assistance. In addition, they appeared to be willing to have their lessons observed and critiqued, presumably by a colleague who they trust and respect.

Beginning teachers were also asked about their readiness to seek assistance. Nearly half of all respondents frequently sought assistance when they encountered difficulties. This is an important finding for those planning induction activities, for it is helpful to know that beginning teachers' will volunteer for assistance when needed and might not require close supervision. Moreover, this item taken together with those above indicates that a readily acceptable source of assistance for beginning teachers are colleagues.

2. Do different categories of teachers have different perceptions of assistance needs?

In addition to the results of the overall beginning teacher sample, responses were analyzed according to the following variables: race, college degree, type of university program, teaching assignment and grade level.

Race

Because of the low number (eight total) of Hispanic, Asian, American Indian and other groups within the sample, these categories were eliminated from data analysis. Thus, results are presented for

Black and White groups only. There were 49 Black and 391 White responses. Results revealed basic similarity between assistance needs of both groups. Only one item resulted in basic differences between Black and White respondents. This item referred to class management techniques with multicultural student groups. The results are presented below in Table III.

Table III

Black/White Response Data - Item 41
Percent of Total Blacks (49) and Whites (391)

	BLACK	CAUCASIAN
41. Using appropriate class management techniques with students of differing cultural backgrounds.		
Missing Response	.8	2.0
Choice a - No Assistance	61.2	28.1
Choice b	12.2	25.6
Choice c - Some Assistance	14.3	32.5
Choice d	4.1	7.2
Choice e - Definite Assistance	6.1	5.6

From these figures it appears that Whites require more assistance in dealing with students of differing cultures. Blacks, on the other hand, need less assistance. Perhaps, as minorities, they have more experience with dealing with peoples of different cultures.

In terms of preferred sources of assistance, Blacks chose workshops to a greater degree than Whites and selected the remaining categories almost uniformly. Blacks also listed "Other Teachers" much less than Whites as their first choice. Whether this is because there are few Black colleagues who they can ask for help is a question that warrants further investigation.

Both Blacks and Whites were equally ready to seek assistance.

Virginia/Non-Virginia Teacher Ed/Liberal Arts Graduates

The questionnaire asked respondents whether they had graduated from a teacher education or liberal arts program, and if the program was in Virginia (VA) or out-of-state. VA Teacher Ed graduates generally indicated they needed less assistance than VA Liberal Arts grads. In the 33-50% category, VA Teacher Ed grads identified 12 items, while VA Liberal Arts grads listed 22. Of the items which were listed by 50% or more of the respondents, VA Teacher Ed grads identified five, while there were ten for VA Liberal Arts grads. The additional five items which were identified by VA Liberal Arts grads are listed below.

11. Organizing instruction appropriate to differences in learner characteristics.
22. Getting students to understand which class behaviors are acceptable and which are not.
23. Establishing classroom rules and enforcing them consistently.
34. Writing instructional objectives which are appropriate for students' individual characteristics, such as capabilities, learning styles and learning rates.
36. Using a variety of teaching methods.

Thus, there was an apparent difference in the level and kind of perceived assistance needs between VA Teacher Ed and Liberal Arts graduates.

In terms of the preferred source of assistance, results revealed no widespread disparities between categories. Each group favored workshops and working with other teachers in the building. There were also few differences in responses from one group to another on the readiness to seek assistance category.

Grade Level

Responses were also analyzed according to three grade levels: NK-3, 4-7 and 8-12. While not exactly identical, there were no significant differences in areas of perceived need when analyzed by

grade level. The same can be said of both primary source of assistance and readiness to seek assistance. All grade level categories favored either workshops or working with other teachers. In addition, the majority of all teachers sought outside help when they encountered difficulties regardless of grade level.

Assignment

There were no items that were unique to teacher assignment type, i.e., regular classroom, special education, art/music, physical education/industrial education and other. Teachers all perceived at least some assistance need in the same areas. When seeking help, the overwhelming majority preferred workshops, observations, or other teachers as sources of assistance.

Conclusions

1. Many beginning teachers were willing to identify areas in which they needed assistance. At least one in every three indicated the need for assistance on 24 of the 41 items.

2. The items on which beginning teachers perceived the need for assistance corresponded to almost all of the BTAP competencies. Only three competencies - reinforcement, questioning skills and affective climate - were not represented. These results have implications for both pre- and in-service education. Beginning teachers consistently indicated the need for assistance with classroom management activities.

3. Virginia Teacher Education graduates identified fewer areas of need than Liberal Arts graduates of Virginia colleges and universities. This result appears to indicate a greater need for in-service training

for Liberal Arts beginning teachers than their Teacher Ed colleagues. If so, this finding would have definite impact on training and employment policies in both universities and school divisions.

4. Beginning teachers were willing and ready to seek assistance when they encountered difficulties. They preferred a collegial atmosphere to receive their assistance, choosing to work with a peer teacher in the building. They also favored workshops as a source of assistance. College coursework was the least favored source of help.

5. For the most part there were no major differences between responses of Black and White groups. However, Whites appear to need more assistance in using appropriate class management techniques with students of different cultures. In addition, a smaller proportion of Blacks prefer receiving assistance from colleague teachers. This might be caused by a lack of other Black teachers on the faculty.

The Black sample for this research, although representative of all Black beginning teachers in Virginia, was small. Oversampling of Black teachers is recommended in any follow-up studies.

6. There did not appear to be major differences in perceived areas of need across grade levels.

Recommendations

1. If corroborated in future studies, the finding that Virginia Teacher Education graduates identify fewer areas of need than Virginia Liberal Arts graduates is significant for policymakers at all levels of education. It is important for those concerned with certification, pre- and in-service training, and employment. This topic should be carefully examined in the future.

2. Beginning teachers indicated needs in the areas of class management, individual differences and the location/utilization of diverse instructional resources. Once again, this finding is significant from the standpoint of pre- and in-service training. Teacher educators should repeatedly emphasize the first two topics in preparation programs, offering continuing opportunity for pre-service teachers to practice and receive coaching in relevant pedagogy. The finding that White beginning teachers indicated a need for assistance in class management activities with students of different cultures should also be studied by university officials. It is possible that pre-service teachers are not receiving adequate training in Multicultural Education and similar fields.

3. While the total group of 469 beginning teachers preferred working with other teachers to workshops as primary source of assistance, this was not true for Blacks. They chose workshops by an almost three to one margin over colleague teachers. This might indicate that there are few Black colleagues from which Black beginning teachers can receive assistance. This finding warrants a more careful investigation in the future.

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VIRGINIA BEGINNING TEACHER ASSISTANCE PROGRAM QUESTIONNAIRE*

The Virginia Beginning Teacher Assistance Program is designed to assist beginning teachers in competency areas which are critical to effective instruction. This survey asks you whether or not you might need assistance in some of these areas. Using a #2 pencil, please answer all items by darkening the correct circle on the enclosed answer sheet. Your responses will be confidential. Thank you for your cooperation.

IDENTIFICATION NUMBER

Please start on the left side of the section labeled Identification Number on your answer sheet. In the first box fill in your Sex by darkening the circle and entering the number.

1 - Male 2 - Female

In the second box, fill in your Race by darkening the circle and entering the number.

1 - Black
2 - Hispanic
3 - Caucasian
4 - Asian
5 - American Indian
6 - Other

If you graduated from a Virginia college or university please find its name on the list below. Enter its code number in columns 3 and 4 and darken the appropriate circles. If you did not graduate from a Virginia college or university enter 00 in columns 3 and 4 and darken the approriate circles. An example appears after the list of colleges and universities.

VIRGINIA COLLEGES AND UNIVERSITIES

CODE	COLLEGE/UNIVERSITY	CODE	COLLEGE/UNIVERSITY	CODE	COLLEGE/UNIVERSITY
50.	Averett College	62.	Liberty Baptist College	74.	St. Paul's College
51.	Bluefield College	63.	Longwood College	75.	Shenandoah Col/Music Cons.
52.	Bridgewater College	64.	Lynchburg College	76.	University of Richmond
53.	Christopher Newport College	65.	Mary Baldwin College	77.	University of Virginia
54.	Clinch Valley College	66.	Marymount College of VA.	78.	Virginia Commonwealth Univ.
55.	College of William & Mary	67.	Mary Washington College	79.	Virginia Intermont College
56.	Eastern Mennonite	68.	Norfolk State University	80.	Virginia State University
57.	Emory and Henry College	69.	Old Dominion University	81.	Virginia Tech
58.	George Mason University	70.	Radford University	82.	Virginia Union University
59.	Hampton Institute	71.	Randolph-Macon College	83.	Virginia Wesleyan College
60.	Hollins College	72.	Randolph-Mason Woman's Col.	84.	Washington and Lee Univ.
61.	James Madison University	73.	Roanoke College	85.	Other

For example, a male (1) caucasian (3) who graduated from The College of William and Mary (55) will enter the following numbers and darken the appropriate circles:

IDENTIFICATION NUMBER									
1	3	5	5	-	-	-	9	9	9

Please do not fill in any more boxes in this section. The three boxes filled in on the right side are for identification purposes. Please proceed to the next page for the first item.

*Part of a study sponsored by the Virginia Department of Education.

Below are some teaching activities for which you might feel you need assistance. After reading each statement, choose the response on the five point scale that best represents your perceptions and darken your choice on the answer sheet. Please use a No. 2 pencil only. Thank you.

POSSIBLE RESPONSES

No Assistance Needed		Some Assistance Helpful		Definitely Need Assistance
a.	b.	c.	d.	e.

1. Keeping students working on appropriate tasks.
2. Using class time efficiently.
3. Placing instructional activities in appropriate sequence.
4. Introducing a lesson.
5. Giving clear directions.
6. Providing feedback to learners throughout the lesson.
7. Selecting content which is appropriate to students' individual knowledge levels and capabilities.
8. Selecting content which is free of cultural bias.
9. Identifying differences in students' capabilities, learning styles and learning rates.
10. Identifying differences in students' communication styles as a result of cultural or linguistic background.
11. Organizing instruction appropriate to differences in learner characteristics.
12. Using evaluation procedures which are sensitive to students' cultural or linguistic background.
13. Using evaluation procedures which are appropriate to objectives and learning activities.
14. Using praise and other reinforcement techniques.
15. Leading class discussions.
16. Using student responses and questions in instruction.
17. Supervising individuals.

POSSIBLE RESPONSES

No Assistance Needed		Some Assistance Helpful		Definitely Need Assistance
a.	b.	c.	d.	e.

18. Supervising small groups.

19. Monitoring pupil progress during the lesson.

20. Anticipating and avoiding inappropriate student behaviors.

21. Involving inattentive students in lessons.

22. Getting students to understand which class behaviors are acceptable and which are not.

23. Establishing classroom rules and enforcing them consistently.

24. Encouraging and prompting a learner who has difficulty in answering correctly.

25. Planning lessons that challenge learners.

26. Making the physical environment as pleasant and attractive as possible.

27. Selecting appropriate evaluation points during a unit or lesson.

28. Measuring student knowledge prior to instruction.

29. Conducting progress checks throughout the unit.

30. Giving learners feedback on tests and class progress.

31. Developing daily lesson plans, including objectives, strategies, etc.

32. Writing instructional objectives which are measureable.

33. Writing instructional objectives which are appropriate for instructional goals.

34. Writing instructional objectives which are appropriate for students' individual characteristics, such as capabilities, learning styles and learning rates.

35. Developing or obtaining appropriate instructional resources, including materials, media, guest speakers, etc.

36. Using a variety of teaching methods.

37. Keeping up to date in subject area(s).

POSSIBLE RESPONSES

No Assistance Needed		Some Assistance Helpful		Definitely Need Assistance
a.	b.	c.	d.	e.

38. Analyzing test results in an appropriate manner (i.e., as information which leads to further instruction).

39. Managing students who are temporarily without self control (in crisis, in conflict with others, overly fatigued, etc.).

40. Using discipine techniques appropriate to the situation and students.

41. Using appropriate class management techniques with students of differing cultural backgrounds.

THE NEXT FOUR ITEMS USE A DIFFERENT RESPONSE METHOD THAN THOSE YOU'VE ALREADY ANSWERED.

The following is a list of sources from which you might receive assistance in your teaching.

CODE SOURCE OF ASSISTANCE

a. Workshops
b. Observation and critique of your teaching.
c. Working with other teachers in the building.
d. College coursework.
e. Attending conferences.

42. Which source would be most effective for you?
Select its code letter from the above list a-e and darken it on your on your answer sheet.

43. Which source would be second most effective for you?
Select its code letter from the above list a-e and darken it on your answer sheet.

44. Which source would be third most effective for you?
Select its code letter from the above list a-e and darken it on your answer sheet.

45. When you have difficulties in teaching do you seek outside help?
    a. Never
    b. Seldom
    c. Sometimes
    d. Often
    e. Always

46. What is your highest degree obtained?
    a. Bachelors
    b. Masters
    c. Other

47. What type of university program did you graduate from?
    a. Virginia teacher education program.
    b. Virginia liberal arts program (major in non-education area).
    c. Out-of-state teacher education program.
    d. Out-of-state liberal arts program.
    e. Other

48. What is your present teaching assignment (if more than one, select the assignment in which you do most of your teaching)?
    a. Regular Classroom
    b. Special Education
    c. Art, Music
    d. Physical or Industrial Education
    e. Other

49. In which grade level do you presently teach (if more than one, select the level in which you do most of your teaching)?
    a. NK-3
    b. 4-7
    c. 8-12

50. In which subject area do you presently teach (if more than one, select the area in which you do most of your teaching)?
    a. Language Arts/English
    b. Social Studies
    c. Science
    d. Math
    e. Other

Below please write comments on areas in which you might need assistance or effective techniques for providing you with assistance.

_____

_____

_____

DATE _____

THANK YOU!